IS STUDENTS' DIFFERENT MASTERY OF ENGLISH SPEAKING SKILLS INFLUENCED BY THEIR LEARNING STRATEGIES?

Mauly Halwat Hikmat dan Yanita Candra Dewi
Dosen FKIP Universitas Muhammadiyah Surakarta

Abstract: Penelitian ini bertujuan untuk mengidentifikasi perbedaan strategi pembelajaran yang digunakan oleh tiga siswa SMA N I Colomadu yang memiliki keterampilan berbicara yang berbeda (tinggi, sedang dan rendah). Penelitian ini merupakan studi kasus. Data dalam penelitian ini berupa nilai siswa dan informasi hasil observasi dan wawancara. Hasil penelitian menunjukkan bahwa siswa dengan nilai tertinggi (S1)menggunakan limabelas strategi yang terdiri dari tujuh strategi metakognitif, tujuh strategi kognitif dan satu strategi sosioafektif. Siswa dengan nilai menengah (S2) menggunakan empat belas strategi yang terdiri dari tujuh strategi metakognitif, enam strategi kognitif, dan sat strategi sosioafektif. Sementara itut, siswa dengan nilai terendah (S3) diketahui menggunakan dua belas strategi yaitu lima strategi metakognitif , lima strategi kognitif, dan dua strategi sosio afektif. Dari hasil tes akhir pada than ajaran 2007/2008, terlihat bahwa S1 yang menggunakan paling banyak strategi pembelajaran memperoleh nilai tertinggi. S2 memperoleh nilai sedang sedangkan S3 yang menggunakan paling sedikit strategi, memperoleh nilai terendah dalam tes akhir.Hasil ini menunjukkan bahwa strategi pembelajaran berperan dalam penguasaan keterampilan berbicara bahasa Inggris.

Keywords: Learning Strategy, Metacognitive strategy, Cognitive strategy, Socio-affective strategy

INTRODUCTION

Speaking is one of language skills that is very important in the language competence and in building a good communication. Speaking is one of English skills taught in English class at high schools. To communicate well, students must have good capabilities in speaking. Some strategies should be used to enhance the student's success. The learning strategies of English in senior high school should be supported by qualifying learning strategies used by the students, the readiness of the students, and suitable teaching equipment. In fact, not all teaching is always supported by qualified teachers, not all students are ready to learn the materials, and not all schools have complete equipment or not appropriate with the materials. Nowadays, several senior high of school English students might have good learning strategies. However, they can get successful result if they use good strategies or learning techniques.

Learning strategies are procedures undertaken by the learner, in order to make their own language learning as effective as possible. O'Malley and Chamot (1998:89-90) state that focusing in selected aspects of new information, analyzing, and monitoring information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful is a way to allay anxiety. In learning English, the students have various strategies. They will apply their own strategies to master it.

The differences of the learning strategy show that there are many different levels of learning difficulties of each person. Learning strategies are the mental process which learner's employ to learn and use the target language. Based on the background above, the writer is interested in conducting a research concerning the learning strategies used by three high school students with different English language skills in mastering English speaking skills. S1 is a student who has high mark in English subject; the mark is 8-9. S2 is a student who has middle mark in English subject; the mark is 6-7. S3 is a student who has low mark in English subject, the mark is 5.

The research problem is "What are the learning strategies used by the student who has highest, middle and lowest achievement developing their speaking skill?" The objective of this research is to know more what learning strategies used by the students who have different categories of achievement in English language class in developing their language skills.

According to Oxford and Ehrman (1989) in Scarcella and Oxford (1992:62) strategies are actions, behaviors, steps or techniques used by the learners to enhance learning. Rubin (1975) in Gra-

ham (1997:38) says that strategies emphasized including a willingness to guess, to appear foolish, to practice and to monitoring. Wenden (1992:8) states that strategies as techniques, tactics, potential, conscious plans, consciously employed operation, problem solving procedure and language behaviors. So, strategy is technique or method used by learners to approaching problem, to practice, control, and monitor the language learner in deep the students can success and enjoy in learning.

Learning strategy is a special technique in learning that is used by someone to get the goal. It functions to facilitate the learning process. Rayner and Riding (2002:60) define learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task. According to Scarcella and Oxford (1992:63) learning strategy is specific action, behaviors, steps or techniques such as seeking out conversation partner or giving oneself encouragement to tackle a difficult language tasks used by the students to enhance their own learning. Learning strategy are behaviors or actions that the learners use to make language learning more successful, self directed and enjoyable Oxford (2000) in Larasati (2005:12). O'Malley and Chamot (1990:52) says that learning strategies are complex procedure in gaining knowledge applied by learners which acquired through cognitive, associative, and autonomous stages of learning. Cohen (1990:5) states that learning strategy is learning processes that are consciously selected by the learner.

Language learning strategy includes strategies for identifying the materials that needs to be learned, distinguishing it from other material if it is needed, grouping it for easier learning, having repeated contact with the materials, and formally committing the material to memory when it doesn't seem to be acquired naturally (Cohen, 1998:5). O'Malley and Chamot (1990:137) classified the learning strategy into three:

a. Metacognitive Strategy:

This involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating the result of learning. O'Malley and Chamot (1990:137) categorized the Metacognitive strategy to be: planning, directed attention, selective attention, self-management, self-monitoring, problem identification, and self-evaluation.

1) Planning (advance organization): Previewing the organizing concept or principle of an anticipated learning tasks: proposing strategies for handling an upcoming tasks: gener-

ating a plan for the parts, sequence, main ideas, or language functions to be used in handling a tasks.

2) Directed attention: Deciding in advanced to attend in general to learning task and to ignore irrelevant distracters; maintaining attention during task execution.

3) Selective attention: Deciding in advance to attend to specific aspects of language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.

4) Self-management: Understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions; controlling one's language performance to maximize use of what is already know.

5) Self-monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of language task. This has been coded in the think-aloud in the following ways:
   a) Comprehension monitoring: checking, verifying, or correcting one understands.
   b) Production monitoring: Checking, verifying, or correcting one's language production.
   c) Auditory monitoring: Using one's "ear" for the language (how something looks) to make a decisions.
   d) Visual monitoring: Using one's "eye" for the language (how something sounds) to make a decisions.
   e) Style monitoring: Checking, verifying, or correcting based upon an internal stylistic register.
   f) Strategy monitoring: Teaching use of how well a strategy.
   g) Plan monitoring: tracking how well a plan is.
   h) Double-check monitoring: Tracking across the task previously undertaken acts or possibilities considered.

6) Problem identification: Explicitly identifying the central point needing resolution in task or identifying an aspect of the task.

7) Self-evaluation: Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use or ability to perform the task of

hand. This has been coded in the think-aloud as:

a) Production evaluation: checking one's work when the task is finished.
b) Performance evaluation: judging one's overall execution of the task.
c) Ability evaluation: judging one's ability to perform the task.
d) Language repertoire evaluation: judging how much one knows of the second language at the word, phrase, sentence, or concept level.
e) Strategy evaluation: judging one's strategy use when task completed.

b. Cognitive Strategy

Cognitive strategy involves interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task. Cognitive strategies consist of:

1) Repetition: Repeating a chunk of language (a word or phrase) in the course of performing a language task.
2) Resourcing: Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
3) Grouping: Ordering, classifying, or labeling material used in a language task based on common attributes, recalling information based on grouping previously done.
4) Note taking: writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of language task.
5) Dedications/induction: consciously applying learned or self developed rules to produce or understand the target language.
6) Substitution: selecting alternative approaches, revised plan, or different words or phrases to accomplish a language task.
7) Elaboration: relating new information to prior knowledge, relating different parts of new information to each other; making meaningful personal associations to information presented. This has been coded in the think-aloud data in following ways:
   a) Personal elaboration: making judgments about or reacting personally to the material presented.
   b) World elaboration: using knowledge gained from experience in the world.
   c) Academic elaboration: using knowledge gained in academic situation.
   d) Between parts elaboration: relating parts of the task to each other.
   e) Questioning elaboration: using a combination of questions of world knowledge to brainstorm logical solution to a task.
   f) Self-evaluation elaboration: judging self in relation to materials
   g) Creative elaboration: making up a story line, or adopting a clever perspective.
   h) Imaginary: using mental or actual pictures or visuals to represent information; coded as a separate category, but viewed as form of elaboration.
8) Summarization: making a mental or written summary of language and information presented in a task.
9) Translation: rendering ideas form one language to another in a relatively verbatim manner.
10) Transfer: using previously acquired linguistics knowledge to facilitate a language task.
11) Inferencing: using available information to guess the meaning or usage of unfamiliar language items associated with a language task, to predict out-comes, or to fill in missing information.

c. Social-Affective Strategy

Social-affective strategy are strategy that learner need to make an interaction with another person to evaluate his learning task or using affective control to assist learning task. There are some steps in this strategy: questioning for clarification, cooperation, self-talk and selfreinforcement.

1) Questioning for clarification: asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to theself.
2) Cooperation: working together with peers to solve a problem, pool information, check a learning task, model of language activity, or get feedback on oral or written performance.
3) Self-talk: reducing anxiety by using mental techniques that make one feel competent to do the learning task.
4) Self-reinforcement: providing personal motivation by arranging rewards for one-self when a language learning activity has been successfully completed.

RESEARCH METHOD

This research is a case study. The subjects of the study are three first year high school students

who have highest mark, middle mark and lowest mark in SMA N I Colomadu. .The object of the study is learning strategies employed by three students who have highest mark, middle mark and lowest mark in developing English speaking skill. The data of the research are score and information deriving from the observation and interview notes accumulated in the field.

The information in this research is obtained from the English teacher and English students who have highest mark, middle mark and lowest mark in SMAN 1 Colomadu. The data are taken from the subject in learning speaking of SMAN I Colomadu. The data include their attitudes in learning English, especially on speaking skills, their behavior toward speaking skill and their habits of using the strategies in learning English especially to develop their speaking skills. The secondary sources come from their teachers and their surroundings where the writer may get additional information.

The data are analyzed through three steps as proposed by Moleong (1988) in Sukardi (2006:72). The three steps are data reduction, data display, and verification. In data reduction, the writer arranges and categorizes the data taken from observation and interview based on the O'Malley and Chamot's classification of learning strategy. The writer arranges and categories the data that get from the students score and information of the learning strategies that get from the students. The researcher then group related information of fields' notes whether it is relevant or not, identifying the learning strategies from the subject and describing the similarity and differences of the students learning strategies. The second step, data display, the researcher describes and discusses the finding of the research related to the identification of learning strategies and information obtained from the three students. The last step is drawing conclusions and proposing suggestions based on the data analysis. The writer verifies the data of the students score obtained from the teacher and information obtained from the teacher and the three students who get highest mark, middle mark and low mark in English class.

RESEARCH FINDINGS AND DISCUSSION
1. Learning Strategies Used by the First Subject (S1)

S1 is the first year student of SMA N 1 Colomadu who got 8-9 score in the English subject. She applies some learning strategies according to the theory of learning strategies proposed by O'Malley and Chamot as follows:
a. Metacognitive Strategy: 1) Planning. 2) Directed attention.3) Selective Attention 4) Self-management 5) Self-monitoring 6) Problem Identification 7) Self-evaluation a) Production Evaluation b) Ability Evaluation
b. Cognitive Strategy 1) Repetition 2) Resourcing 3) Note-taking 4) Deduction 5) Elaboration a) Academic elaboration b) Imaginary c) Summarization 6) Inferencing
c. Social-affective Strategy: cooperation

2. Learning Strategies Used by the Second Subject (S2)

S2 is also the student of SMA N I Colomadu who got 6-7 got 6-7 score in the English subject. He used:
a. Metacognitive Strategy: 1) Planning, 2) Directed attention, 3) Selective Attention, 4) Self-management, 5) Self-monitoring, 6) Problem identification and 7)self-evaluation.
b. Cognitive Strategy: 1) Repetition 2) Resourcing 3) Note-Taking 4) Summarization 5) Inferencing.
c. Social-affective Strategy: Cooperation

3. Learning Strategies Used by the Third Subject (S3)

S3 is also a student in SMA N I Colomadu. He is the first year student of this school. He got 6 score in the speaking subject. In mastering speaking skill, S3 used some strategies, those are:
a. Metacognitive Strategy 1) Planning 2) Directed Attention 3) Selective Attention., 4) Self- management and 5) Self- evaluation.
b. Cognitive Strategy 1) Repetition 2) Resourcing 3) Note-taking 4) Deduction and 5) Summarization
c. Socio-affective Strategy
1) Question clarification
2) Cooperation

4. The Comparison of Learning strategies used by S1. S2, and S3

The similarities and differences of the strategies used by the three students can be seen in the following table..

The Table of the Learning Strategies Used by the Subjects Who Take Speaking Class

No	Learning Strategy	S1	S2	S3
1.	Metacognitive strategy	**a. Planning.** The learner needs planning, to handle the task. **b. Directed attention.** The learner has full concentration during the lesson ignores irrelevant distracters ad pays attention to the teacher **c. Selective attention**: The learner pays attention to specific aspects of long input and situational details **d. Self-management** The learner understands the condition that help her success in learning **e. Self-monitoring** The learner monitors the Comprehension and performance of language task **f. Problem identification** The learner identifies her problem in language task **g. Self evaluation** The learner evaluates the production and her ability in listening explanation and instruction	**a. Planning.** The learner needs planning to handle the task. **b. Directed attention.** The learner has full concentration during the lesson, ignores irrelevant distracters ad pays attention to the teacher **c. Selective attention:** The learner pays attention to specific aspects of long input and situational details **d. Self-management** The learner understands the condition that help her success in learning **e. Self-monitoring** The learner monitors the comprehension and performance of language task. **f. Problem Identification** The learner identifying her problem in language task **g. Self-evaluation** The learner evaluates the production and her ability in listening	**a. Planning.** The learner needs planning to handle the task. **b. Directed attention.** The learner concentrates in the beginning of the lesson and usually looses it in the middle until it is finished **c. Selective attention:** The learner pays attention to the pronunciation and vocabulary **d. Self-management** The learner understands the condition that help her success in learning **e. Self-evaluation:** The learner evaluates the production and her ability in listening
2	**Cognitive strategy**	**a. Repetition.** The learner needs repeat some new words. **b. Resourcing** The learner needs reference **c. Note-taking** The learner writes the key word **d. Deduction** The learner develops her skill **e. Elaboration** The learner applies academic elaboration and imagery	**a. Repetition.** The learner needs to repeat some new words. **b. Resourcing** The learner needs reference **c. Note-taking** The learner writes the key word **d. Deduction** The learner develops her skill **e. Summarization** The learner takes a conclusion of the learning	**a. Repetition.** The learner needs to repeat the new words. **b. Resourcing** The learner needs reference sources of information **c. Note-taking** The learner writes the key word **d. Deduction** The learner develops her skill

No	Learning Strategy	S1	S2	S3
		f. Summarization The learner draws a con-clusion based on the learning **g. Inferencing** The learner uses her own real world knowledge to understand the learning sources of information	**f. Inferencing** The learner uses her real world knowledge to un-derstand the learning sources of information	**e. Summarization** The learner takes a summarization based on the learning
3.	Socio-affective Strategy	**Cooperation** The learner always works together with friends in solving the problem	**Cooperation** The learner always works together with friends in solving the problem	**Cooperation** The learner always works together with peer in solving the problem **Question for clarification** The learner needs to ask her friend, when she loses some information

DISCUSSION OF THE FINDING

After finishing the research, the writer finds similarities and some differences of strategies used by the three students. The writer would like to present the description of the learning strategy used by the three subjects of the case study to improve their speaking skill.

1. The Learning Strategies Shared by the Three Students

Based on the interview and observation, the writer finds that S1, S2 and S3 use almost all of the strategy proposed by O'Malley and Chamot. They used metacognitive strategy, cognitive strategy, and socio affective strategy in mastering speaking skill. O"Malley and Chamot (I990:52) proposed twenty two learning strategy; seven metacognitive strategies, eleven cognitive strategies, and four socio affective strategies based on the analysis, S1 used seven meta-cognitive strategies, seven cognitive strategies and one socio affective strategy. S2 used seven metacognitive strategies, six cognitive strategies and one socio affective strategy, whereas S3 used five metacognitive strategies, five cognitive strategies and two social-affective strategies.

2. The Learning Strategies Not Shared by the Three Students

S1, S2 and S3 have differences in the strategy they used. Actually there are similar strategies used by all students, but the imple-mentation of those strategies are different.

a. Metacognitive Strategy

1) Directed attention

S1 always tried to give full attention from the beginning of the lesson and kept her concentration until the lesson was fin-ished. She did not care about the condition that disturbed her concentration around her. S2 always tried to pay a full concen-tration since the beginning until the lesson was finished, but when someone disturbed him, sometimes he lost his concentration in the middle of the lesson and this made him difficult to concentrate until the lesson was finished. Whereas S3 usually lost his con-centration in the middle of the lesson until it was finished, because he always took care of anything that happened in the class. So, differences in how learners pay atten-tion to the lesson may result in different achievement.

2) Selective attention

In the selective attention strategy, S1 always paid attention to the pronunciation and the condition on the conversation. When she did not know some words, she

would try to understand the conversation based on the context. In this strategy, S2 also paid attention to the pronunciation. When he did not know some words in the conversation he tried to guess the answer based or his prior knowledge and sometimes discussed them with other friends. S3 also paid attention to the pronunciation, but when he did not know any words on the conversation he just asked his friends about the content of the conversation. The similarity in using the strategy lies on their attention to the conversation or points in the conversation. The difference is in the way to solve the problem when they do not understand the words or the points that they have paid attention to.

3) Self-evaluation

Each of the subjects of research made their self-evaluation of the task. S1 always checked her production and her ability in performing the task. She always tried to perform comprehension about the task both in written or orally form in front of the class by using her own words. Usually she did it willingly not only if the teacher invited her to answer, but also when she felt that the information in true. S2 and S3 usually checked their production and their ability in performing their understanding of the task in written form. Both of them cared to answer the question orally.

4) Self-monitoring and problem identification.

SI and S2 used this strategy to monitor the comprehension and to identify the problem but S3 did not use this strategy.

b. Cognitive Strategy

Although each of the students used this strategy, each of them had different attention in applying it. S1 developed her skill by practicing speaking English and sometimes she listened to English songs and watched English movies in the television. When she was watching the film, she learned pronunciation of some simple sentences and some simple expressions that could be used in her daily communication.

S2 developed his speaking skills by listening to the English song, he also trained his listening skill by writing the lyrics of the songs based on the listening activities she

had done. S3 actually liked watching western movies and listening to the English songs. However based on the interview with him it is known that S3 does these activities only for fun. SI uses elaboration and inferencing strategy, but S2 just uses inferencing and S3 does not use this two strategies.

c. Socio-affective Strategy

S3 used questioning for clarification, but S1 and S2 did not use it. Based on the interview, the writer knows that S1 always pays full attention in the conversation and asks questions during the class. S2 always concentrates to the lesson and he will lose his concentration if his friends disturb him. Whereas S3 always takes care of the condition around him, so it makes him lose her concentration easily.

CONCLUSION AND SUGGESTION

The writer concludes that S1, S2 and S3 applied almost all of the third strategies proposed by O'Malley and Chamot: metacognitive strategy, cognitive strategy, and socio- affective strategy in mastering the speaking skill.; they used the same learning strategy. However, there are differences in the implementation and attention in using these strategies.

S1 used seven metacognitive strategies; planning, directed attention,selective attention, self -management, self-monitoring, problem identification and self-evolution. She used seven cognitive strategy; repetition, resourcing, notetaking, deduction, elaboration, summarizing and inferencing. S1 only used socioaffective strategy that is cooperation.

S2 used seven metacognitive strategies; planning, directed attention, selective attention, self -management, self-monitoring, problem identification and self-evolution. He used six cognitive strategies; repetition, resourcing, notetaking, deduction, summarizing and inferencing. S2 only used socio-affective strategy that is cooperation.
S3 used five metacognitive strategies; planning, directed attention, selective attention, self-management, and self-evolution. He used five cognitive strategy; repetition, resourcing, note-taking, deduction, and summarizing.
S3 used two Socio-affective strategies questioning for clarification and cooperation. S3 used two socio -as strategy questioning for clarification and cooperation. Actually some strategies they apply in their learning are good ways in learning. All of them have different action and the attention in their

learning activity. The first subject used the learning strategy consciously, prepared the materials before the class begun, had self-confidence and had full concentration with high attention, the second subject used the learning strategy consciously, had full concentration and high attention. Whereas the third subjects used the learning strategy with low attention and not full concentration in learning.

Based on the analysis above, it can be concluded that the more strategies used the better the result is. Actually all of learning strategies used by the three subjects are effective to improve speaking skill as long as they use them properly. Some learning strategies which are important to improve the learner's speaking skill are; planning, directed attention, self-management, repetition, resourcing, note-taking, deduction and summarization.

Suggestion

After drawing a conclusion from the data analysis, the writer is going to give some suggestions that can be used as a reference for other dealing with the research done. Firstly, for the students of senior high school who have a speaking class, the result of this research will be useful for improving their learning strategy. Some strategies proposed by the subjects are goods way in mastering speaking skill. The students can apply the same strategy in their learning process and the students can add with the others strategies are proposed by O'Malley and Chamot. Secondly, for other researchers, it will be interesting to do further research on learning strategies that improve speaking skills.

REFERENCES

Cohen, Andrew D. 1998. *Strategies in Learning and Using a Second Language*. New York: Addison Wesley Longman.

Dewi Hajar Larasati. 2005. *Learning Strategies Used by the Students of MAKN*

MAN, Surakarta to Master Speaking Skill. Surakarta: Universitas Muhammadiyah Surakarta.

Graham, Suzanne. 1997. *Effective Language Learning*. UK: WBC Book Manufactures.

O'Malley, J Mitchell & Anna U. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. USA: Cambridge University Press

Scarcella, Robin C. & Rebecca L. Oxford. 1992. *The Tapestry of Language Learning*. USA: Heinle & Heinle Publishers.

Sukardi. 2006. *Penelitian Kualiatatif-Naturalistik dalam Pendidikan*. Yogyakarta: Usaha Keluarga.